

Michelle Parker

Integrated Thematic Unit Project

ECI 430/435

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Dr. Carl Young, Crystal Simmons, Clarice Moran

PERSEVERANCE AND THE LAND

Part I: The Unit Title and Preface

A. Introduction – The title of my unit is THE LAND. I designed this unit with my 6th grade Communications class at Exploris Middle School in mind. The focus of Communication is the same as any Language Arts class – improving reading and writing skills. The 6th grade is made up of 64 students split into two 32 student 1 hour classes. Both classes have heterogeneous groupings in terms of ability level, though there are 10 students with IEPs and 15 students labeled as AG. There is an even split of gender and multiple nationalities/cultures represented in the classroom; they are a very diverse population with the majority of the students being white. The students come to Exploris Middle School, a charter school, from a variety of Wake County public schools, private schools, charter schools, Montessori schools, and home schooling situations.

In designing this unit, I collaborated with Devon, my CT on this unit plan. She provided me with some materials used in teaching The Land in previous years. Devon and Clarice, the TA for ECI 430, also answered multiple clarifying questions for me while in progress with the unit. Mary Weeks, Stephanie Doss, and Kelsey Bostic, peers, also provided me with supportive and quality feedback during the multiple drafts of my unit.

B. Organizing Principle: The theme for this unit is perseverance. This theme reflects the novel, The Land. In the novel, the main character has to overcome obstacles and insurmountable odds to achieve his goals. He perseveres and is able to reap the rewards of his actions. This theme is also importance for the middle school students and I feel that they will connect with it well. Just as the land perseveres over time, the students are now learning that they too must persevere to achieve their goals. This unit theme works great with 6th graders because they are just starting out in the higher grades. They may be thinking about high school, high school graduation, drivers licenses, potential job/careers, or even college. It is never too early to set goals and work hard to achieve them. This theme applies not only to the novel, The Land, but also to the other literature I chose for this unit. The great thing that this novel and unit does is that it highlights the African American experience in US History and how this group of people had to persevere throughout endless struggles and unfair situations Overall, perseverance is the perfect theme for this unit.

C. Primary Subject Matter Focus: For this unit, the primary subject matter is The Land by Mildred D. Taylor. This novel is part of the series of works by Taylor and it started with her first novel, Roll of Thunder, Hear My Cry. While Roll of Thunder is about Cassie Logan and her family, The

Land is a prequel; it covers the life story of Cassie Logan's grandfather, Paul Edward Logan. Paul was born as a slave during the Civil War. His father was actually the white plantation owner while his mother was a black slave. After emancipation, Paul's mother stayed on the plantation and Paul's father treated Paul just like his white sons. Throughout the novel, Paul has to come to terms with his white appearance and true African American identity and race. He has to overcome obstacles put in his way by the racist society of the time in order to achieve his goal of owning rich land just like his father. This novel is the perfect novel for this unit; it depicts realistic struggles and adversity that African Americans faced in our history. The novel teaches about individual character and morals set within a real and important historical context. In terms of literature, Taylor uses her adept writing style in this novel to highlight character development, themes, imagery, symbolism, and allusion. I will be teaching this novel in my 6th grade classes at Exploris. After this unit and novel, I will transition into my next unit, "Doing the Right Thing", using the text Roll of Thunder, which is a novel that revolves around a later generation of the Logan family.

D. Organizing Questions:

- What does respect mean to you (the student)?
- How do people work to achieve their goals?
- What does perseverance mean to you?
- How do people adapt to their environment/situation?
- How do writers use language?

E. Goals:

- Students will understand and practice respect in the classroom and community.
- Students will be able to formulate realistic and high goals for themselves.
- Students will understand perseverance and practice it in their lives and when accomplishing their goals.

F. General Unit Objectives

Cognitive:

1. Students will be able to identify and explain key literary elements.
 - 1.1 Recognize allusions in text
 - 1.2 Expound upon different settings in literature
2. Students will be able to understand author's purpose in writing.
 - 2.1 Interpret specific choices by the author
 - 2.2 Cite specific choices by the author
3. Students will be able to identify major characters.
 - 3.1 Explain character traits
 - 3.2 Compare major characters

Affective:

4. Students will be able to follow direction and instructions.

- 4.1 Listen to directions
- 4.2 Follow instructions for activities
- 5. Students will be able to express their ideas and opinions
 - 5.1 Voice their ideas
 - 5.2 Respect others' opinions
- 6. Students will be able to appreciate literature.
 - 6.1 Read a variety of texts
 - 6.2 Utilize technology to understand literature
- Performance
- 7. Students will be able to compose their own poetry.
 - 7.1 Craft a poem modeled after an example
 - 7.2 Craft a poem for a specific purpose
- 8. Students will be able to read poetry aloud.
 - 8.1 Practice good speaking skills
 - 8.2 Fluctuate tone with emphasis when reading
- 9. Students will be able to participate in group discussion.
 - 9.1 Add original ideas
 - 9.2 Respect group members
 - 9.3 Collaborate with group members
- 10. Students will be able to present original material to the class.
 - 10.1 Share an original poem with the class
 - 10.2 Share original thoughts about literature

Common Core 6th Grade Essential Standards for Language Arts:

- 6.RL.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
- 6.RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 6.W.5. With some guidance and support from peers and adults, develop and strengthen writing s needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. SL. 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- 6. SL. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation.

G. Possible Unit Materials And Supplementary Texts:

* denotes that I will use this text in my unit

Poetry: "Still I Rise" by Maya Angelou*

"Where I'm From" by George Ella Lyon*

"Alice" by Shel Silverstein*

"Roll of Thunder" by Mildred D. Taylor

Music: "Respect" by Aretha Franklin

"Go Down Moses" Spiritual

"We Didn't Start the Fire" by Billy Joel*

Kid Literature: The Little Engine*

Cinderella*

The Little Mermaid*

Corduroy Bear*

Nattie Witch*

Velveteen Rabbit*

Historical Documents: 13th, 14th, and 15th amendments*

"I Have a Dream" Speech

Emancipation Proclamation*

Jim Crow Cartoons

Historical maps of the South and Southern States

Drama: Clips from, "The Color Purple" movie by Alice Walker*

H. Possible Activities/Instructional Strategies:

* denotes I will use this activity or strategy in my unit

- Literature Circles
- Socratic Discussion
- Character Poster Project*
- Name Poem Creation*
- Setting Poem Creation*
- Question Guide for novel
- Kid Lit for understanding theme/character*
- Reader Response Journal/Blog Posts
- Logan Family Tree
- JIGSAW*

I. Unit Map/Narrative Overview:

*** denotes this day's entire lesson is included

***Day 1: For today's lesson, I will introduce the novel, The Land through the poem "Still I Rise." The students will read the poem and discuss its meaning. I will prompt the students to write about their own goals and how they can overcome struggles. As a class, we will create a chart of goals and struggles. I

will make connections to the novel, as Paul, the main character, has to overcome and persevere in order to gain his ultimate goal of owning land. I will end by giving the students an overview of what the novel is going to be about and explicitly detailing the reading schedule and my expectations for their reading of the novel.

***Day 2: I will teach a lesson about allusions using the poems “Alice” by Shel Silverstein and “We Didn’t Start the Fire” by Billy Joel. I will begin by having the students read the poem “Alice” and asking what the poem is about. I will move the students towards thinking about what the poem references and introduce the literary element, allusion. I will then play the song, “We Didn’t Start the Fire” for the students. I will give them time to research the meaning of the allusions in the Joel poem on the computer. We will come back together and share any interesting or compelling allusions. I will ask if students have seen any allusions yet in reading The Land and remind students to be looking for those. I will end class by introducing the Character Poster Project. I will give students the instructions, rubric, and assign each student a character for their project.

***Day 3: I will teach today about the setting in The Land. To do this, students will create a list of images that describe their own home/family/background in their journal. Then, we will read the poem, “Where I’m From” together. I will ask the students to write their own poem modeled after “Where I’m From” using a four stanza, four line approach. Students will then craft their own poem, using their list of images as lines and adding in additional images. Once they have done so, I will allow volunteer students to share their poem with the class, as well as sharing my own poem. I will then group students together, into groups of three, to craft a poem that describes the setting of The Land. They will be expected to follow the same pattern and use specific images and details that they have found in their reading. I will have each group share their poem with the class before turning it in. I will then introduce the Discussion Seminar. This activity is something that we will do whenever reading is due for The Land. The Discussion Seminar is where each student will be expected to talk and participate about what is going on in the novel – with some prompting and pre-class preparation expected. I will have students voice their own ideas about public speaking and seminar discussion. Then I will add in my own expectations. For each Discussion Seminar, I will pass out the rubric the day before so that students can prepare their own remarks. Our first Discussion Seminar is on Day 4.

***Day 4: The first section of reading is due this day; it includes the first three sections “Mitchell, the Stallion, and Family.” In order to discuss the reading, I will split the class up into two 17 member groups. For a half hour, one group will read silently and the other group will do their group discussion with me moderating, then the students will switch. The Discussion Seminar will be mostly student led; each student will be expected to ask at least one question and add at least two other comments. I will prompt the students with questions about the beginning of the novel. What is the conflict in this section? What are Paul’s relationships to members of his family? Why/How does Paul’s race matter? [Discussion Seminar Ref: Devon Rose (my CT) and previous 6th grade teachers at Exploris]

Day 5: I will teach a lesson about metaphor using Langston Hughes’ poem “Mother to Son.” I will first activate their prior knowledge by asking what the students already know about metaphor and write their answers up on the board. I will then read the poem aloud and then split the students into small

groups of four. They will have to read the poem again and answer questions about the poem, metaphor, and how it relates to the novel. I will bring the class back together to go over the poem and what they found about metaphor in the poem and how it relates to the novel, The Land. I will pass out the Seminar Discussion 2 guides.

Day 6: The second section of reading is due this day; it includes "Betrayal and East Texas." I will split the class and do the Seminar Discussion like on Day 4. The discussion will revolve around the section of reading due for the day and be student led. During the other half of the time, students will read ahead. The discussion questions for this section are: How has Paul changed/matured? Do you think Paul did the right thing? What would you have done in Paul's shoes?

Day 7: This lesson will cover the different character types: flat, round, protagonist and antagonist. I will ask students what they know about the four character types, writing their answers on the board and adding in my own ideas where necessary. I will ask them if they know any examples of the character types from books they have read this year. I will then split the students up into small groups of 4. I will give each group a children's book. Each group will read the story together and then figure out the protagonist and antagonist. They will then have to determine if the characters in the story are flat or round. They will have to fill out a graphic organizer and add in rationale for their explanations, citing examples from the text. I will bring the class back together and they will share their findings with the class.

Day 8: Today's lesson is about dialect. I will begin class by reviewing yesterday's lesson about character. I will ask students to describe the different types of character and how they see them in The Land. I will explain that a way that author's reveal character is through the way that characters speak. I will show students a passage from the Color Purple and ask students to try and determine what they can about the speaker because of his/her dialect. I will then lead into a discussion on the use of dialect and how we see it in The Land. I will make it explicit that dialect is a direct choice of the author and he/she uses it in their novel to achieve a specific purpose. I also want my students to understand that dialect is not "wrong". In order to better understand dialect, we will do an exploratory activity based on the African American usage of the Habitual Be. The activity will ask students to examine sentences and decide which one sounds better with the verb "be" in it. The students will then examine the sentences to try and determine the language pattern with the habitual be is appropriate. To end the lesson, I will ask students to observe any other dialect usages in The Land and how it adds to the novel. I will pass out the Discussion Seminar 3 guide. [Ref: Dialect lesson ideas adapted from Stephanie Doss's dialect lesson. Habitual Be handout and lesson adapted from Dr. Reaser]

Day 9: The third reading section is due today; it includes "The Land and Caroline." The students will have a third Discussion Seminar that focuses on the days readings. For this discussion, I will have the entire class discuss together. They have done the discussion seminar twice, so they should feel more comfortable speaking to the group. As before, each student will be responsible for posing at least one question and making two comments. This discussion will pertain to the following questions: How is Paul

working to gain his goal? How does Paul's race help/hurt him in getting land? Is Paul a good man? Is Mitchell a good man?

Day 10: Today I will cover the historical context of The Land. I will start out by asking students what they already know about the time period. I will then present a Dipity timeline of important historical events from the time period. I will provide a graphic organizer for the students to fill out as I present. I will then split the class up into two groups of 17 and create two JIGSAW groups. In the JIGSAW, they will cover the 13th, 14th, 15th amendments, and Emancipation Proclamation. After they have covered all the documents, we will come together and discuss what these documents mean in relation to The Land. I will pass out the Discussion Seminar 4 guide.

Day 11: The forth reading section is due today; it includes "The Bargain and the Promise." The students will have another Discussion Seminar that focuses on the days readings. For this discussion, I will have the entire class discuss together for the entire class period. I will ask them to draw on some of the historical context in their discussion and how it relates to the reading of the novel. The guiding questions for this seminar are, How does Paul work towards his final goal? What are some of the struggles in his way? How do you see perseverance and collaboration in this novel?

Day 12: This lesson will focus more on character, to help students work on their Character Poster Project. They will craft name poems for their assigned character, a required component of their Character Poster Project. I will show and read examples of name poems to the class. The students will then help me to craft a name poem for my name – using a each letter of my name as a new line for the poem. I will then allow them to work on crafting their own character name poems. They should revise and edit their poems and then turn them for feedback. Once they get done, the students will have the rest of the class period to work on their character poster or work on finishing reading the novel. I will end class by passing out the Discussion Seminar 5 guide.

Day 13: The fifth reading section is due today; it includes "Family and Epilogue." I will begin class by having students write for 10 minutes about their feelings about the novel. I want their reactions to the novel and opinion on the novel in general. This will help them to gather their ideas for the final Discussion Seminar. I will split the class up into four smaller groups of 8 or 9. They will have a final discussion seminar in these smaller groups that focuses on the entire novel as a whole. I will walk around help facilitate the discussions. The guiding questions for the seminar include, Who was your favorite character? Are you satisfied with the end of the novel? Do you feel Paul had to overcome extreme hardships? Do you think the novel was realistic?

Day 14: For this class period, the students will present their posters to the class; I will split the class in half and have one of the other team teacher's facilitate the other half. Each presentation should be about three minutes; the expectations for their presentations will be outlined in the Character Poster Project guidelines. While the other students present, the students should practice being a good audience.

Day 15: For the final day of the unit, students will write a final character essay. For the essay, the students will have to compare and contrast their assigned character for their character poster with Paul Edward Logan, the main character. They will have to cite specific examples from the text that back up their arguments as well as talk about competing goals of their assigned character with Paul's goals in the novel. The students will be graded on both content and clarity of their writing.

Next Unit: For a unit to follow this, I would suggest doing a unit on Roll of Thunder, Hear My Cry by Mildred D. Taylor. This novel follows Paul Edward Logan's granddaughter and the trials that she faces in the racist south. A theme for this follow-up unit could be "Doing the Right" which I think naturally follows from "Perseverance."

Part II: Lesson Plans

Day 1 Lesson Plan

Lesson Title: Introduction to THE LAND

Context: This lesson is the introduction to my unit on the novel, The Land. The students will not be familiar with the novel or have read any of it yet. I will use this lesson to introduce the themes of the novel through related poetry.

Plan Number: Day 1 out of 15

Primary Instructional Objective and CCSS:

- 2.1 Interpret specific choices by the author
- 4.1 Listen to directions
- 4.2 Follow instructions for activities
- 5.1 Voice their ideas
- 10.2 Share original thoughts about literature

6.RL.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.

Materials/Tech Required: Copy of poem, “Still I Rise”; white board and markers; laptop and projector; copies of reading schedule

Time: 60 minutes, entire class period

Instructional Procedures/Steps:

- 1) Introduction/Bridge Activity - [10 minutes]
 - a) Put poem up on the projector, “Still I Rise.”
 - b) Read the poem aloud and have students follow along silently.
 - c) Ask students what they think the poem means?
 - TA (Target Answer): Poem means not giving up, persevering.
 - i) How did it make you feel as I read it?
 - TA: Hopeful, sad, accomplished
 - d) Next, have a student read the poem out loud.
 - i) What do you think the author felt?
 - TA: Defiant, proud,
 - ii) Have you ever felt like someone was trying to keep you down?
 - iii) What have we learned about before that goes along with this?
 - Ta: City of Ember/People of Sparks by Jeanne DuPrau and keeping people down/in the dark
 - iv) Ask: How can we relate these ideas to the poem, “Still I Rise”?
 - TA: The people were kept in the dark and out of the loop. They had to work hard in order to overcome and survive.
- 3) Main Idea: Goals and Perseverance [20 minutes]
 - a) Tell students we are going to talk about some hardships in our own lives and what kind of struggles we have to overcome in order to achieve them.
 - b) Tell students to take out their journals. Give them the following prompt. What is one or two big goals that you would like to complete in your lifetime? This can be in the next few years or thinking ahead (high school, college, beyond?) Think about some of the struggles that you will have to overcome in order to achieve your goals.

- i) Give the students 5 minutes to write. Write along with the students.
- c) Create chart on the board with examples of goals from students.

Goals	Hardships

What are some specific goals that students have? (To eventually get a job? Go to college? Write a book? Travel to a foreign country? Create a new invention? Pass 6th grade?)

- i) Are there any common goals? What types of goals do the students have? Write these on the left half of the chart.
- ii) What are some of the things that stand in the way of our goals? How can we overcome these hardships to accomplish our goals? Write struggles/hardships in the right hand side of the chart.
- iii) Ask and discuss. How does our personal goals and struggles related to the poem, "Still I Rise?"

TA: We have a lot of struggles and we have to overcome them in order to achieve. "Still I Rise" is about how even in the face of insurmountable odds, we can still overcome and achieve.

4) Explain to students we will be reading the book, *The Land* by Mildred D. Taylor. This novel details the life of Paul Edward Logan in the years after the Civil War. He is a half white, half African American man who grows up in the racist south. He experiences many hardships, racism, and inequalities that try to prevent him from his goal of owning his own land.

- a) What are some ways we might see "Still I Rise" relate to this novel?

TA: He has to work hard to overcome. Race might be important.

5) Pass out the books and explain the reading schedule for the book and expectations while reading. We will be doing Discussion Seminars on the days that readings are due, more information will come about those later.

- a) Pass out the reading schedule and staplers. Reading schedule should be stapled into planners.
- b) Pass out notecards for students to use as bookmarks. Remind students that as they read, they should write down unfamiliar words and ideas or important passages on their notecard bookmark. [Ref ECI 306 – Teaching Reading]
- c) Students are expected to read the assigned portions by the due dates and come to class prepared. They should read some every day and I will give them some time in class to read when I can.

6) Closure: Give students the rest of the class period to read.

Evaluation: Observe student responses to discussion and input; see if they follow connections between the theme of the poem and the novel. Read through student responses to the prompt. Observe their writing skills so far, see what may need to be addressed in the future.

Accommodations: None for this lesson.

In Retrospect/ In Reflection: To be added upon completion of teaching of this lesson.

Appendix of Materials Needed:

- Copy of poem, "Still I Rise" by Maya Angelou – I have edited this copy of the poem for length and explicit content. I do not think anything has been lost from the poem and it allows the students to understand the major theme without getting off topic on explicit content.
- Copies of the Reading Schedule for the book.

Day 2 Lesson Plan

Lesson Title: Allusions

Context: This lesson is to teach allusions to the students. They have just started reading The Land, which is a novel rich in allusions and other references. This lesson will help students to understand the references as they read.

Plan Number: Day 2 out of 15

Primary Instructional Objective and CCSS:

Objectives:

- 1.1 Recognize allusions in text
- 2.1 Interpret specific choices by the author
- 4.1 Listen to directions
- 4.2 Follow instructions for activities
- 6.1 Read a variety of texts
- 6.2 Utilize technology to understand literature
- 10.2 Share original thoughts about literature

6.RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Materials/Tech Required: Online copy of “Alice” by Shel Silverstein and “We didn’t Start the Fire” by Billy Joel, class set of computers with internet access, copies of Character Poster Instructions and Rubric, character poster assignment slips cut up and placed in a hat/jar, Character Assignment Sheet

Time: 60 minutes, entire class period

Instructional Procedures/Steps:

1) Introductory Activity: [9 minutes]

a) Welcome the students to class and remind them to sit in their assigned seats.

[2 minutes]

i) Ask students if they have been reading and how it is going.

ii) Explain, that in the novel The Land, the author uses a lot of cool literary devices that make her writing very interesting. Today we are going to learn about one of these literary devices, using the following poem.

b) Put the poem “Alice,” by Shel Silverstein, up on the board. Read it aloud to the students and then ask the students what they think about the poem. What does the poem mean? [4 minutes]

TA: The students answers should revolve around the actions in the poem and may move towards the fact that the poem references Alice in Wonderland by Lewis Carol.

c) Explain to students that works of literature, novels, short stories, poems often reference other famous works. We even see this in popular culture, in movies, television, and song lyrics. [3 minutes]

i) Does anyone know of any references made in movies or television?

TA: The Avengers makes a lot of references that Captain America doesn’t understand. Twilight references famous literature. Harry Potter and Percy Jackson reference Greek Mythology.

ii) These references are a specific type of literary element called allusions. The most common allusions in literature refer to the Bible, Greek mythology, historical events and famous literary works.

2) Main Idea: [32 minutes]

a) For today's main lesson activity, we will be examining the song "We Didn't Start the Fire" by Billy Joel. I will pass out copies of the poem and then play the song for the students. They can follow along on their papers. [6 minutes]

b) Ask students, "Do you see any allusions in the song?" [1 minute]

TA: The students should point out the fact that the entire song is pretty much made up of allusions.

i) Ask, "Can you explain any of the allusions that the song references?"

TA: I know that this person was famous in history or that this event happened.

ii) Allow a few students to answer.

c) Oftentimes in literature, we may read something that we don't quite understand. It may be an allusion that we don't know the story behind, so it helps to then go and research the allusion to better understand what we are reading. Allusions are purposeful choices by the author that help the reader to make connections to their writing. [22 minutes]

i) Explain to students that they will have 20 minutes to use the computers and research different allusions in the song. They may not finish looking up all the allusions, but they should write down what they find on the song lyrics.

ii) Give the students 20 minutes to research. Monitor their work on the computer.

d) After 20 minutes, bring the class back together. Ask if any of the students have found compelling allusions. What was the most interesting allusion you found? Has anyone started reading The Land and found any allusions? [2 minutes]

TA: These will vary depending on student response. Interesting allusions may reference Marilyn Monroe or sports.

i) While reading The Land, the students should be sure to pay attention to specific allusions made in the novel. If they find a reference that they do not understand, they should be sure to look it up online or ask.

e) Lesson Wrap-up: Ask students, what are three things we learned about allusions today? [1 minute]

TA: They are references to literature or historical events.

They are a type of literary element.

Using allusions is a purposeful choice by the author.

3) Character Poster Project Assignment: Pass out the character poster instructions and rubric.

[Ref: Angela Page, my 10th and 11th grade English teacher]

[10 minutes]

- a) Each student will be assigned one of the characters from the novel (Mitchell Thomas, Edward Logan, Caroline Perry, Robert Logan, Cassie Logan, Sam Perry, Rachel Perry, Nathan Perry, Luke Sawyer, and Filmore Granger). They will be responsible for following the character throughout the novel and creating a final poster on their character.
 - b) Read through the Character Poster Instructions with the students. Let them ask questions as necessary. Go through the rubric and explain how they will be graded.
 - c) Pass out the Character Poster Project assignments. Do this by filling a hat with names of the characters in the book. Provide an equal assortment of the selected characters. Have students draw their character at random from that hat. You can also have the assignments pre-determined depending on how well you know your student's ability levels.
 - i) Record what character students get on the Character Assignment Sheet.
 - d) Before the students leave, remind them to read and that as they read, they should follow their character and make notes – it will help when they put together their character poster.
- 4) Conclusion: Give students the last few minutes of class to read. [9 minutes]
- a) Remind them to pass in their annotated copies of "We Didn't Start the Fire" as they leave.

Evaluation: Read through the students annotated song lyrics with the references explained. See if students were able to make connections with the historical allusions. Check for visual understanding as I speak. Observe student responses and note students who spoke out during class; work to include all students in discussion.

Accommodations: None for this lesson.

In Retrospect/ In Reflection: To be added upon completion of teaching of this lesson.

Appendix of Materials Needed:

- Copy of "Alice" poem by Shel Silverstein
<http://teachers.sduhsd.k12.ca.us/mecker/allusion%20and%20hyperbole.htm>
- Copies of "We Didn't Start the Fire" poem
- Copies of Character Poster Instructions and Rubric
- Character Assignment Name Slips Sheet – to be cut into slips of paper and put in hat/jar
- Character Assignment Sheet – for teacher

Day 3 Lesson Plan

Lesson Title: Setting

Context: This lesson is to teach setting to the students. They have just started reading The Land and will be familiar with the setting of the rich farmland setting.

Plan Number: Day 3 out of 15

Primary Instructional Objective and CCSS:

- 1.3 Expound upon different settings in literature
- 4.1 Listen to directions
- 4.2 Follow instructions for activities
- 5.1 Voice their ideas

- 7.1 Craft a poem modeled after an example
- 7.2 Craft a poem for a specific purpose
- 8.2 Fluctuate tone with emphasis when reading
- 10.1 Share an original poem with the class

6.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

6.W.5. With some guidance and support from peers and adults, develop and strengthen writing s needed by planning, revising, editing, rewriting, or trying a new approach.

Materials/Tech Required: Copes of Discussion Seminar 1 guide, Copy of “Where I’m From” poem, Copy of my “Where I’m From” Home example poem, laptop and projector

Time: 60 minutes, entire class period

Instructional Procedures/Steps:

1) Introduction/Bridge Activity [6 minutes]

- a) Welcome the students to class. Once they are seated, ask students how the reading is going. [1 minute]

TA: Will Vary

- i) Ask a student to summarize what we learned yesterday.

TA: Allusions are literary devices. They reference other literary works or historical events or people.

- li) Ask students if anyone has found any allusions either in The Land?

TA: Allusions to the Bible or biblical stories. Allusions to famous historical events like the Civil War or important historical documents like the Emancipation Proclamation.

- b) Tell students, Now we are going to switch gears and talk about a different kind of literary element. In order to do this, everyone should take out a piece of paper.

[5 minutes]

- i) Tell students, I want you to close your eyes and think about your home. Think about where you grew up. Think about the specific images, feelings, smells, and feelings you have associated with home. Maybe there is a specific person you associate with home or even different people.

- ii) Tell students to take a few minutes to write down these images, feelings, and ideas in bullet points on their paper.

- iii) Once they finish, have the students set this paper aside for later.

2) Main Idea: [32 minutes]

- a) Pass out copies of “Where I’m From.” Read the poem aloud to students and ask them to follow along. Then have a volunteer to have the student read the poem again.

[5 minutes]

i) Ask, what is the poem about?

TA: The author's hometown and family

ii) What kind of feelings does the poem give you?

TA: Nostalgic, old, loving

iii) What do you think is the author's purpose?

TA: To write about where he came from. To commemorate his past.

b) Explain to students that we will write our own "Where I'm From" poem about our own homes, using the list of images we created earlier. We are going to use these images to create setting, just like an author, for our poems. Setting is a literary element that is often important in literature. A novel like The Land would be very different if it were set in England or even on Mars. In order to create our own settings using our writing from earlier, we will write a "Where I'm from" Home poem. It should contain at least four stanzas where each stanza has four lines. Each stanza should begin with the words, "Where I'm from."

[12 minutes]

i) Share my example Home poem with the class on the projector.

ii) Give students 10 minutes to craft a Home poem using their list of images created earlier.

c) Have a student or two share their poem with the class. Point out how each student uses particular words or phrases to create the setting of their home in the poem

[3 minutes]

i) How do authors create setting in novels or even poems?

TA: They use sensory description and evoke feelings.

ii) How do we see Taylor use words or phrases in The Land to create setting?

TA: Taylor uses a lot of descriptions and details about the land and people. There are a lot of descriptions of horses.

d) Now that we have practice creating a "Where I'm From" poem, we will craft our own poem describing the setting of The Land. The poem should follow the same form that we wrote our Home poems in. This poem should accurately describe the setting in The Land for the portions that we have now read to. The poems should draw on specific images and details from the text. [12 minutes]

i) Both the Home poem and The Land setting poem will be due the day after tomorrow at the beginning of class. Both poems should be revised and edited to reflect quality work.

3) Discussion Seminar Overview: In addition, tell students that tomorrow we will have our first Discussion Seminar about The Land. Explain that I will split the class in half, and for 30 minutes, each half of the class will discuss the reading due tomorrow. Each person will be expected to read, prepare, and discuss tomorrow during the seminar. I will pass out a guide prior to each Seminar that explains the expectations and guiding questions for the seminar. Students are expected to be prepared for the discussion. During the other 30 minutes of class, students will have time to read or work on their Character Poster Project. [9 minutes total]

- a) Pass out the Discussion Seminar 1 Guide. Read through the expectations with the students as they follow along. [3 minutes]
 - i) Ask, what are students expected to do for the seminar?
TA: Be prepared. Speak clearly. Add input. Ask questions. Clarify.
 - ii) Ask if there are any additional questions.
- b) Read through the Discussion Seminar 1 guiding questions. Explain that students should be prepared to discuss these questions and come prepared with at least one discussion question about the first section of reading. [3 minutes]
 - i) Ask, what makes a good discussion question?
TA: Not a yes/no question. One that makes people think or asks an opinion.
 - ii) What are some examples of good discussion questions?
TA: What do you think is the most important part? Why do you think so and so is a good character?
- c) Ask if there are any more questions about the Discussion Seminar for tomorrow?
[1 minute]
- 4) Conclusion: Remind students that the Discussion Seminar is tomorrow and that they should turn in both the Home poem and The Land Setting poems the day after tomorrow.
[2-10 minutes]
 - a) Students will have the rest of the class period to work on their The Land Setting poems or read and prepare for the Discussion Seminar tomorrow.

Evaluation: Read through the Home poems and The Land Setting poems once turned in. Check for sensory language and understanding of setting. Observe how well students are prepared for the Discussion Seminar tomorrow and check for understanding during the discussion of discussion questions.

Accommodations: None for this lesson.

In Retrospect/ In Reflection: To be added upon completion of teaching of this lesson.

Appendix of Materials Needed:

- Copies of "Where I'm From" original poem by George Ella Lyon
- Copy of my "Where I'm From" Home example poem
- Copies of Discussion Seminar 1 guide

Day 4 Lesson Plan

Lesson Title: Discussion Seminar 1

Context: The students will have read the first section of The Land by this date. We will have covered the procedures and expectations for the Discussion Seminar the previous day and students will have the handout for the Discussion Seminar 1. They should come to class prepared for the Seminar.

Plan Number: Day 4 out of 15

Primary Instructional Objective and CCSS:

- 2.2 Cite specific choices by the author
- 3.1 Explain character traits
- 3.2 Compare major characters
- 4.1 Listen to directions
- 4.2 Follow instructions for activities
- 5.1 Voice their ideas
- 5.2 Respect others' opinions
- 8.1 Practice good speaking skills
- 9.1 Add original ideas

9.2 Respect group members

9.3 Collaborate with group members

10.2 Share original thoughts about literature

6. SL. 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

6. SL. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation.

Materials/Tech Required: extra copies of Discussion Seminar 1 guide, copies of the Discussion Seminar Tally sheet

Time: 60 minutes, entire class period

Instructional Procedures/Steps:

- 1) Introduction: Welcome students to class. Ask if they are prepared for today's Discussion Seminar. [2 minutes]
 - a) Split the class up into two halves. Half of the class will be out in the Matcha space with Andrea for 30 minutes and the other half will be in the 6W classroom with me for the Discussion Seminar. After 30 minutes, the students will switch.
 - i) Side note: There are two language arts teachers on the team and Andrea will help supervise the students out in the Matcha space during the Discussion Seminar. This will help the students who are reading to focus on reading instead of being in the classroom reading quietly while the discussion is going on.
- 2) Discussion Seminar: Instruct students to rearrange the chairs into a circle for the Discussion Seminar. This will allow us to hear and see each other better for the discussion. [27 minutes]
 - a) Remind students that the discussion seminar is to help them better understand the novel and for them to voice their own thoughts and ideas. They should take notes during the discussion on important ideas and thoughts.
 - b) Start the Discussion Seminar off by asking the students the first guiding question:
 - i) What is the conflict in this section?
TA: Paul v. self; Paul v. family.
 - ii) Where does this conflict from?
TA: Himself, society, his race, etc.
 - c) Here the students should begin to voice their ideas and move more fluidly with less teacher input. If this does not happen, remind students that they should all be voicing their opinions and are expected to make several comments.
 - i) Further prompting and instructing may be required to get the discussion moving. If it seems that a topic or question is exhausted, chose students to ask their prepared questions.

- d) Before switching, students will need to turn in their Seminar Discussion Guides for me to look over. I will observe during the Discussion and keep a tally of how many times students speak up. This tally and their Seminar Discussion Guide with notes will count for their grade in this activity.
- 3) Switch [27 minutes]
 - a) Switch the students from the Reading Group out in the Matcha space with the students in the 6W classroom, so that the students who just participated in the Seminar Discussion will now be out in the Matcha space to read.
 - b) Repeat the steps of Step 2 with the second group of students.
- 4) Conclusion: Bring all the students back into the 6W classroom. [4 minutes]
 - a) Thank the students for their participation in the Discussion Seminar. Ask how it went.

TA: Well. Learned new things. Saw things differently. Understood the reading a little better.
 - b) Remind students to continue reading and that their revised and edited "Where I'm From" Home and The Land setting poems are due tomorrow.

Evaluation: Tally down when students speak during the Seminar Discussion; make sure to note when students make a well-thought out comment. Review the completed Seminar Discussion guides; check for understanding of the text in the guide and from student comments during the discussion. Observe the flow of the Seminar Discussion and how comfortable students feel speaking up in front of the group.

Accommodations: Some students may only be required to speak up once during the discussion.

In Retrospect/ In Reflection: To be added upon completion of teaching of this lesson.

Appendix of Materials Needed:

Extra Copies of the Seminar Discussion Guide

Copies of the Seminar Discussion Tally – for teacher use

Part III: Evaluation

A. Evaluation Philosophy Statement

In terms of education, I believe in the student-centered approach. Instead of merely grading output, I want to give students credit for the amount of work that goes into their learning. Therefore, I will take into account both formative and summative work when assessing my students.

With the push for greater accountability, there is an increased reliance on testing for student knowledge. I, however, do not feel that this is the best reflection of student learning. My unit reflects my feelings on testing by the fact that I push project based assessment. The final culminating activities for my unit are a poster presentation and a final essay. I think that a multi-faceted project best represents student work; it allows a student to show off his or her stronger areas and pushes him or her to go beyond just learning towards creation.

Throughout this unit, I want to record student participation and understand. Part of this is done through the Discussion Seminar. The Discussion Seminar is where students come together to discuss the readings and make arguments based in the facts of their reading. I think that assessing the students based off of their participation and notes taken during the Discussion Seminars is a great method. It allows students to show what they know through discussion.

B. List of Evaluation Strategies

Formative:

- Active participation in Seminar Discussion
- c) Active Participation in class discussions
- d) Completion of class activities and homework

- Oral Presentations
 - Poem Readings
 - Seminar Discussion comments/questions

Summative:

- e) Character Poster Project
- f) Final Character Comparison Essay
- g) Seminar Discussion Guides
- i) Completed with notes

Part IV: Internal Reference & Works Cited List and Reflective Addendum

A. Works Cited List

Angelou, M. Still I Rise. Retrieved from <http://hypermedia.educ.psu.edu/k-12/culture/survival/stillpm.html>

Joel, B. We Didn't Start the Fire. Retrieved from <http://www.lyrics007.com/Billy%20Joel%20Lyrics/We%20Didn't%20Start%20The%20Fire%20Lyrics.html>

Lyon, G. Where I'm From. Retrieved from <http://www.georgeellalyon.com/where.html>

Silverstein, S. Alice. Retrieved from <http://teachers.sduhsd.k12.ca.us/mecker/allusion%20and%20hyperbole.htm>

Taylor, M. D. (2001). The Land. New York: Penguin.

Taylor, M. D. (1991). Roll of Thunder, Hear My Cry. New York: Penguin.

APPENDIX OF MATERIALS

"Still I Rise"

by Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll Rise.

Do you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries.

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that's wonderously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

The Land Reading Schedule

Reading		Due Date
Reading 1: "Mitchell", "The Stallion", and "Family"	pages 1 -69	Day 4
Reading 2: "Betrayal" and "East Texas"	pages 70 -128	Day 6
Reading 3: "The Land" and "Caroline"	pages 129-219	Day 9
Reading 4: "The Bargain" and "The Promise"	pages 220 -307	Day 11
Reading 5: "Family" and "Epilogue"	pages 308 -End	Day 13

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Character Assignment Name Slips Sheet

Print out as many copies as necessary. Cut these up and place them in a bowl/hat.

Mitchell Thomas	Mitchell Thomas
Edward Logan	Edward Logan
Caroline Perry	Caroline Perry
Robert Logan	Robert Logan
Cassie Logan	Cassie Logan
Sam Perry	Sam Perry
Rachel Perry	Rachel Perry
Nathan Perry	Nathan Perry
Luke Sawyer	Luke Sawyer
Filmore Granger	Filmore Granger

"We Didn't Start the Fire" By Billy Joel

Harry Truman, Doris Day, Red China, Johnnie
Ray

South Pacific, Walter Winchell, Joe DiMaggio

Joe McCarthy, Richard Nixon, Studebaker,
television

North Korea, South Korea, Marilyn Monroe

Rosenbergs, H-bomb, Sugar Ray, Panmunjom
Brando, "The King and I" and "The Catcher in
the Rye"

Eisenhower, vaccine, England's got a new
queen

Marciano, Liberace, Santayana goodbye

CHORUS

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Joseph Stalin, Malenkov, Nasser and Prokofiev
Rockefeller, Campanella, Communist Bloc

Roosevelt, Juan Peron, Toscanini, Jackson
Dien Bien Phu falls, "Rock Around the Clock"

Einstein, James Dean, Brooklyn's got a winning
team

Davy Crockett, Peter Pan, Elvis Presley,
Disneyland

Bardot, Budapest, Alabama, Khrushchev
Princess Grace, "Peyton Place", trouble in the
Suez

CHORUS

Little Rock, Pasternak, Mickey Mantle, Kerouac
Sputnik, Chou En-Lai, "Bridge on the River
Kwai"

Lebanon, Charles de Gaulle, California baseball

Starkweather, homicide, children of
thalidomide

Buddy Holly, "Ben Hur", space monkey, Mafia
Hula hoops, Castro, Edsel is a no-go

U-2, Syngman Rhee, payola and Kennedy
Chubby Checker, "Psycho", Belgians in the
Congo

CHORUS

Hemingway, Eichmann, "Stranger in a Strange
Land"

Dylan, Berlin, Bay of Pigs invasion

"Lawrence of Arabia", British Beatlemania
Ole Miss, John Glenn, Liston beats Patterson

Pope Paul, Malcolm X, British politician sex
JFK, blown away, what else do I have to say

CHORUS

Birth control, Ho Chi Minh, Richard Nixon back
again
Moonshot, Woodstock, Watergate, punk rock
Begin, Reagan, Palestine, terror on the airline
Ayatollah's in Iran, Russians in Afghanistan

"Wheel of Fortune", Sally Ride, heavy metal,
suicide

Foreign debts, homeless vets, AIDS, crack,
Bernie Goetz

Hypodermics on the shores, China's under
martial law

Rock and roller cola wars, I can't take it
anymore

CHORUS

We didn't start the fire
But when we are gone
Will it still burn on, and on, and on, and on...

Name: _____

Due Date: _____

Character Poster Project Instructions

As a final project for this unit, you will create a poster that represents your assigned character from The Land using quotes, pictures, and symbols associated with your character. You will have to present this poster to the class, practicing good oral speaking skills. The presentation should include details about your character and the rationale behind choices you made in creating your poster.

Required Components:

- Three Quotes by your character or about your character that show the character's personality
- Character Name Poem – to be completed during class
- One drawn image of your character
- Two images of objects/things related to your character

Character Poster Project Rubric

	Excellent	Satisfactory	Poor	Unsatisfactory
Quotes	Used the required number of quotes effectively 4	Met the required number of quotes but they may not be used effectively 3	Did not have relevant quotes or is missing a quote 2	Two or more quotes missing 1
Name Poem	Crafted a detailed and thorough poem that describes the character 4	Crafted a name poem that may need further editing 3	Created a name poem that does not describe the character 2	Name Poem incomplete 1
Images	Provided specific and detailed images that pertain to the character 4	Provided appropriate images 3	Provided images that may not accurately portray the character 2	Required images missing or irrelevant 1
Neatness	Poster is neat and shows thoughtful work 4	Poster is generally neat 3	Poster shows evidence of unfinished work 2	Poster is messy or sloppy 1
Oral Presentation	Spoke clearly, good eye contact, and provided relevant details 4	Spoke clearly and had some eye contact, provided relevant details 3	Spoke too softly and poor eye contact, provided mostly relevant details 2	Poor public speaking skills or provided irrelevant details 1
Points				

Total Points: _____ / 20

"Where I'm From"

by George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening,
it tasted like beets.)

I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.
I'm from fudge and eyeglasses,
from Imogene and Alafair.

I'm from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!

I'm from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.

I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger,
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.

I am from those moments--
snapped before I budded --
leaf-fall from the family tree.

Discussion Seminar Guide 1

The Land: Mitchell, The Stallion, Family

Name: _____

Date: _____

Speaker	Listener
<ul style="list-style-type: none">• Refers to text• Builds on peers comments• Asks group a question• Original thinking, thoughtful• Speaks clearly• Eye Contact• Takes turns	<ul style="list-style-type: none">• Be engaged• Keep an open-mind• Good non-verbal support• Eye contact• Takes notes• Helps classmates find a page
<p>What is the conflict in this section?</p> <p>What are Paul's relationships to members of his family?</p> <p>Why/How does Pauls' race matter?</p> <p>Additional Notes:</p>	

Discussion Seminar Guide 1

The Land: Mitchell, The Stallion, Family

Name: _____

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<ul style="list-style-type: none">• Refers to text• Builds on peers comments• Asks group a question• Original thinking, thoughtful• Speaks clearly• Eye Contact• Takes turns	<ul style="list-style-type: none">• Be engaged• Keep an open-mind• Good non-verbal support• Eye contact• Takes notes• Helps classmates find a page
<p>What is the conflict in this section?</p> <p>What are Paul's relationships to members of his family?</p> <p>Why/How does Pauls' race matter?</p> <p>Additional Notes:</p>	

SEMINAR DISCUSSION TALLY SHEET

Write student names in the appropriate blanks. Observe students during the discussion and make a tally for each time a student makes a comment or asks a question.

[illegible]

“Where I'm From” by Michelle Parker

I am from lazy sundays
late lunches and reading the paper
naps in the recliner
with the cat who sleeps on a snoring dad

I am from southern cooking
corn bread and butter beans
black eyed peas on new years
and wedding cake made with love

I am from moving boxes
christmas parties and easter sundays in air planes
friends who pack up with their families
and parents who are gone to far away places

I am from a family
two loving parents
and two hateful brothers
bonded together as a whole no matter what

“Alice” by Shel Silverstein

She drank from a bottle called DRINK ME

And grew up so tall,

She ate from a plate called EAT ME

And down she shrank so small.

And so she changed, while other folks

Never tried nothing at all.